

97-84155-18

U.S. Office of Production  
Management

Industrial leadership for  
defense

[Washington]

[1941]

97-84155-18

MASTER NEGATIVE #

COLUMBIA UNIVERSITY LIBRARIES  
PRESERVATION DIVISION

## BIBLIOGRAPHIC MICROFORM TARGET

ORIGINAL MATERIAL AS FILMED - EXISTING BIBLIOGRAPHIC RECORD

|                     |   |
|---------------------|---|
| 308                 |   |
| Z                   | U. S. Office of production management.  |
| Box 592             | Industrial leadership for defense ... [Washington, U. S. Govt. print. off., 1941,                 |
|                     | folder (16) p. illus. 27 <sup>cm</sup> .  |
|                     | Signed: C. R. Dooley, director, Training within industry, Office of production management.        |
|                     | <i>Industrial mobilization</i>  |
|                     | 1. Industry—Organization, control, etc. 2. World war, 1939- —<br>Economic aspects—U. S. I. Title. |
| Library of Congress | 41-51252  |
|                     | HD45.U55 1941   |
|                     | [2]   |
|                     | <i>MM 10</i>  |

RESTRICTIONS ON USE: Reproductions may not be made without permission from Columbia University Libraries.

## TECHNICAL MICROFORM DATA

FILM SIZE: 35mmREDUCTION RATIO: 9:1

IMAGE PLACEMENT: (IA) IIA IB IIB

DATE FILMED: 8-6-97INITIALS: JBTRACKING #: 26051

FILMED BY PRESERVATION RESOURCES, BETHLEHEM, PA.

SEP 8 1941

7/5/42 V.C.

JUL 22 1942 PCR / Hze

# Industrial Leadership FOR DEFENSE



308  
Z  
Box 592  
Group 2

TO ALL PERSONS ENGAGED IN FORMULATING AND GIVING INSTRUCTION  
FOR THE PURPOSE OF IMPROVING SUPERVISION IN DEFENSE INDUSTRIES:

Companies having defense contracts are a part of the greatest production program ever attempted in the history of the Nation. If any one part falls down, the whole is slowed up.

The answer is plant leadership—leadership that can produce, through democratic methods, a result which is superior to that accomplished through dictator methods.

You can help these plants meet the challenge by emphasizing the aspects of SUPERVISION most needed NOW. The points on the next pages form the basis for intensive instruction in supervision which can be covered in ten to twenty hours.

Instruction should be practical and specific, so that the most effective management methods may be applied to production as quickly as possible. Time is too short to give comprehensive courses.

C. R. DOOLEY, Director,  
Training Within Industry,  
Office of Production Management.

September 1, 1941

**A CHALLENGE . . .** *can the voluntary response of a free people produce a result that is superior to the dictated response of an enslaved people?*

**THE ANSWER . . . . .** *the success of the defense program depends upon the performance of the workers. Their performance depends directly upon the kind of supervision given them.*

# ORGANIZATION

GOOD organization is the backbone of the defense effort, and should be so emphasized. The following points are particularly important:

1. *Get a thorough understanding of "good organization."*  
Stress departmental rather than top company organization, for this is where most of the men's work experience lies.
2. *Give practice in charting the organization close to the men's experience.*  
Have them chart their own companies, plants, or departments or the school which they are attending. Have them "set up" several typical departments under different conditions. Acquaint them with the several methods of charting. Be sure they understand that charts are not "sacred" but that during this expansion period they may need to be changed weekly.
3. *Get an understanding and appreciation of how people function in an organization.*  
Point out that a chart is only an aid—a means to an end. See that principles of line and staff are understood. Use actual situations in local plants to illustrate. Stress the importance of cooperation and understanding—that these are more important than strict adherence to organizational theory.
4. *Give practice in the use of aids to develop understanding and cooperation.*  
Have each man describe in writing his own and several other positions, bringing out the three important features of every position:  
    Just what responsibility?  
    How much authority?  
    Relationships with others (line and staff).  
Have each man "set up" an organization and explain to his "staff" their new jobs.
5. *Give them "perspective."*  
See that they understand what to expect and how to better "fit in" their own work situations. Point out that perfect organization is never achieved—that prerogatives, personalities, and other factors will always cause friction and difficulty—that it is important to understand this, both as "supervisor" and "supervised."

. . . . clear understanding of responsibility, authority, and relationship leads to smooth functioning and effective results.

# PRODUCTION

•

GETTING out production is the Number One problem today, so every practical help should be offered.

1. *Get an understanding of production planning, its importance and problems.*

Explain the steps in the over-all planning process necessary on selected defense orders, i. e., determination of plant capacity, number and kinds of machines, materials, tools, employment, training—all by installation or procurement dates.  
Stress plant and mill scheduling—use typical local problems where possible.

2. *Develop an understanding of "how to organize for production."*

Point out the different organization requirements in various situations—from those where it is appropriate for the foremen to "do everything" to those where inventory, scheduling, product routing, instructions for processing, inspecting, stock chasing, and related paper work should be done by staff groups, leaving foremen free for their two primary jobs—getting out production and training men.

3. *Give help in understanding the over-all production plan.*

Have members chart or sketch on the blackboard the flow of work through several shops with which they are familiar. Stress importance of close coordination and timing; give them an appreciation of the seriousness of "hold ups" and the necessity for cooperation.

4. *Lift out and develop the fundamentals of production engineering.*

Give a practical, working understanding of time study, standards setting, methods studies, and wage payment plans in such form and detail as fit the needs of each group. Do not present material beyond the present needs and immediate opportunity of the men to use.

5. *Develop "resourcefulness."*

Point out that production seldom flows smoothly—that "getting production" is a constant series of problems, interruptions, and irregularities—that the ability to solve difficulties "on the spot" is of first importance. Give members practical production problems illustrating purely shop difficulties as well as those involving "hold ups" and other relations with line and staff departments. Have them give solutions quickly—discuss fully later.

. . . . production is the result of ceaseless planning—plus  
constant ingenuity in solving day-to-day problems.

# MEN

ENABLING men to give of their best efforts and loyalties is the heart of the defense program. Out of all the phases of "personnel" the following are of particular importance NOW:

1. *Secure an understanding of the essentials of personal leadership.*

Analyze and discuss qualities and practices of good supervisors. Point out the need to keep close to employees—to know concretely what is happening to each and to his relationships with others.

Stress the importance of listening intelligently to grievances—of dealing with them promptly according to the plant procedure. Caution against sudden or frequent changes in matters concerning employees which might upset customary relationships.

Stress the importance of "telling them why"—and in advance whenever possible.

Use actual examples of these and other personnel problems; have members demonstrate how they would handle.

2. *Develop each supervisor into a competent "job instructor."*

The following points should be stressed and adequate practice should be offered to enable supervisors to do a good instruction job in their own shops:

- (a) How to prepare a simple training plan.
- (b) How to analyze an operation for instruction purposes, picking out key points.
- (c) How to put over the instruction.
- (d) How to follow-up for effective results.

3. *Develop an understanding of "upgrading" and how it should be done on the job.*

Point out the importance of intelligent upgrading as the basis of shop efficiency and the practical working of democracy. Develop, in typical departments and between departments, how each of the four phases of upgrading would operate:

Line of progression.

Rate adjustments corresponding to job performance and job movement.

Job rotation (when and where appropriate).

Supplementary instruction.

4. *Get an understanding of how to maintain safety on the job.*

Stress that the "one right way to do a job" is the skilled—quality—safe way. Point out how accident data are usually presented and how they should be used—how accidents and near-accidents provide practical leads for preventive measures. Review safety rules of several plants—measures taken to enforce. Stress safe practice manuals—how best to use.

. . . . to supervise men it is necessary to KNOW men.

*It is good American practice and efficient business to have each worker make the fullest use of his best skill up to the maximum of his individual ability. Only through such use of the intelligence and skill of the nation's manpower will production keep pace with defense needs.*



*From a poster issued by the  
Division of Information, Office for Emergency Management*

**END OF  
TITLE**